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One may be said to have learned to administer the Herring Revision when he can maintain a correlation of 0.97 with the Stanford Revision of the Binet-Simon Tests in unselected age groups (the Stanford should be given first, and the Herring not on the same day), or when he can obtain an average difference of about 4 points in I.Q. or less between the I.Q.'s of the Stanford and of the Herring (or of two Herring-Binet examinations of the same children by two different examiners on different days) [p. 5].

The tests are arranged in the manual in a very convenient form, with a table at the end of each group for translating the point scores into mental age. The new materials which have been embodied in many of the tests seem, from inspection, to be very good. Their applicability to various groups of children will need to be tested, however, by wide experience with the test. Its high correlation with the Stanford Revision will make it of value in rechecking cases where a first test seems to give a doubtful result.

Additional occupational analysis from the University of California.—The University of California has from time to time been publishing bulletins which make an intensive study of some of the problems of part-time education. An additional study,¹ in the same series, which has just been made available merits special consideration because of the large number of juniors who enter this occupation on the continuation-school level without knowledge of the opportunities for, or lines of, promotion and too often without personal responsibility for service to either the company or the public.

Parts I and III contain instructional material of both general and specific value. The "History of the Telegraph," "Other Methods of Message Transmission," "The Journey of a Telegram," "The Employee's Responsibility," "The Company's Responsibility," and "Giving Additional Service" are suggestive of the objectives and type of material demanded by modern continuation-school curricula.

Part II presents a very careful analysis of twenty-three positions in the different departments of the telegraph service. The majority of these positions are open to juniors with limited training. Promotional possibilities are indicated.

Educators who are responsible for effective service in occupational guidance and placement will welcome this new publication and will be interested in other studies under the same auspices which may appear from time to time.

New series of readers.—Whenever a new set of graded readers is published one expects to find some central idea which is dominant in its preparation. In a recent series of readers² this central purpose has been to gather together

¹ R. E. BERRY, *The Work of Juniors in the Telegraph Service*. Part-Time Education Series, No. 10, Bulletin No. 7. Berkeley, California: University of California, 1922. Pp. 179.

² FANNIE WYCHE DUNN, FRANKLIN T. BAKER, and ASHLEY H. THORNDIKE, *Everyday Classics. Primer*, pp. iii+108; *First Reader*, pp. 144. FRANKLIN T. BAKER, ASHLEY H. THORNDIKE, and MILDRED BACHELDER, *Everyday Classics. Second Reader*, pp. 192. New York: Macmillan Co., 1922.